**Using Gap Closing Materials**

Question Posed:

“Gap Closing materials are designed more to be used with individuals and small groups, rather than full classes. How can a classroom teacher make the most effective use of these materials, given the logistics of managing a large classroom?”

Suggestions:

* Materials have been used in a summer school setting (smaller classes) for extra practice – the open questions done as a class, the additional questions done individually or in small groups as needed. Teacher moves from group to group.
* Used in a Bansho-style.
* Used as a unit if all students need all components.
* Used in a classroom with both a classroom teacher and a S.E.R.T. S.E.R.T. works with small groups of students as other activities go on in the classroom.
* Used in after-school literacy/numeracy courses – works quite well.
* Part of the issue may not be with the logistics of using the materials in a large class setting, but rather teacher discomfort with the manipulatives and strategies suggested. As teachers become more familiar with this, integration of the material into the classroom for those students who need it may become more routine.
* Part of the issue may not be with the logistics of using the materials in a large class setting, but rather with the idea of differentiating activities/task in the classroom. As teachers become more familiar with this, integration of the material into the classroom for those students who need it may become more routine.
* Materials have been used by S.E.R.T.s in their learning strategies, learning intensive, and alternative education classes. S.E.R.T.s spent time with teachers in the math dept. before using the materials on their own to build their comfort level with the content, the strategies, and the manipulatives.